

Creative Curriculum Redesign: Three Year Outcomes of Applied Quality & Safety Curriculum Integration in Two First Year Generalist Nursing Courses (2014-2016)

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OBJECTIVE

To describe implementation and outcomes of integrating quality and safety healthcare improvement in a pre-licensure master's program over a 3-year period.

BACKGROUND

- IOM *Nurse of the Future* report calls for nurses to become “clinician-scholar-improvers.”

- AACN Essentials requires the master's degree graduate to analyze, implement, and lead quality improvement initiatives.

- Nursing faculties are challenged by lack of training and experience in healthcare improvement science and by significant cost and credit hours constraints.

- Coaching approaches have been used in healthcare improvement to facilitate and guide clinical improvement teams- this could be adapted to educational settings.

METHODS

- A faculty expert in healthcare improvement science served as coach and collaborator to faculty course coordinators of 2 first year pre-licensure master's nursing courses.

- A concise primer, *Introduction to Quality and Safety (IQS)* provided introductory content, designed to precede *IHI Basic Certificate* modules in subsequent courses.

- To accommodate time, content, and workload constraints, activities were divided and sequenced across two courses which ran in succession during the first year.

PROGRAM COMPONENTS

- Materials and activities include five online IQS modules, assessment questions within course exams, a clinical microsystem assessment (MAT) exercise (Johnson et al., 2003),

- Five module Introduction to Quality and Safety (IQS) learning series

- Linked to real-time knowledge and satisfaction measures

- Applied exercise in first and second semesters (Microsystem Assessment Tool)

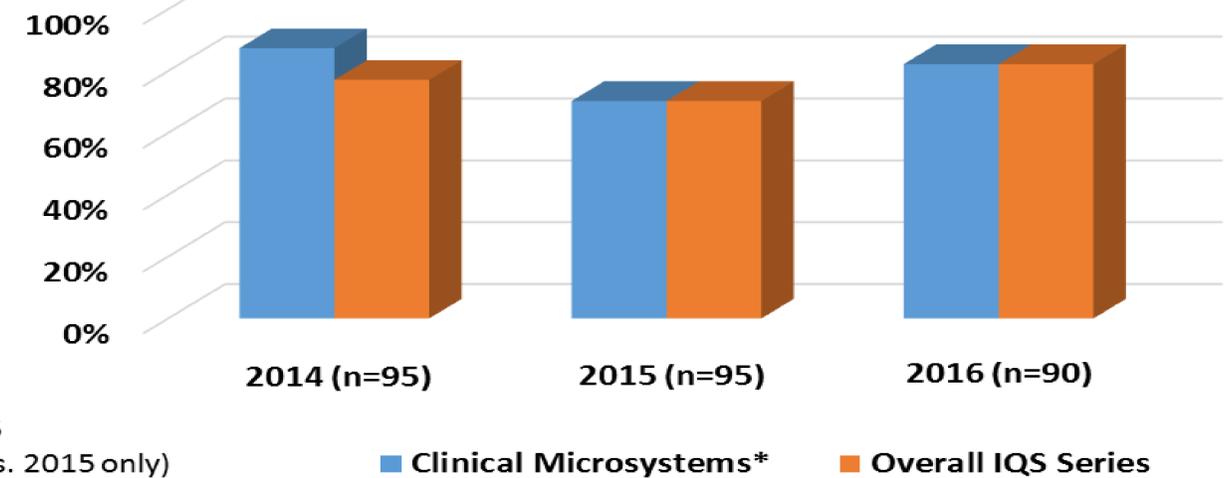
RESULTS

- Content knowledge was assessed with online quizzes, perceived skills pre-/post-IQS modules via self report survey, and MAT exercise satisfaction and perceived effectiveness via self-report survey.

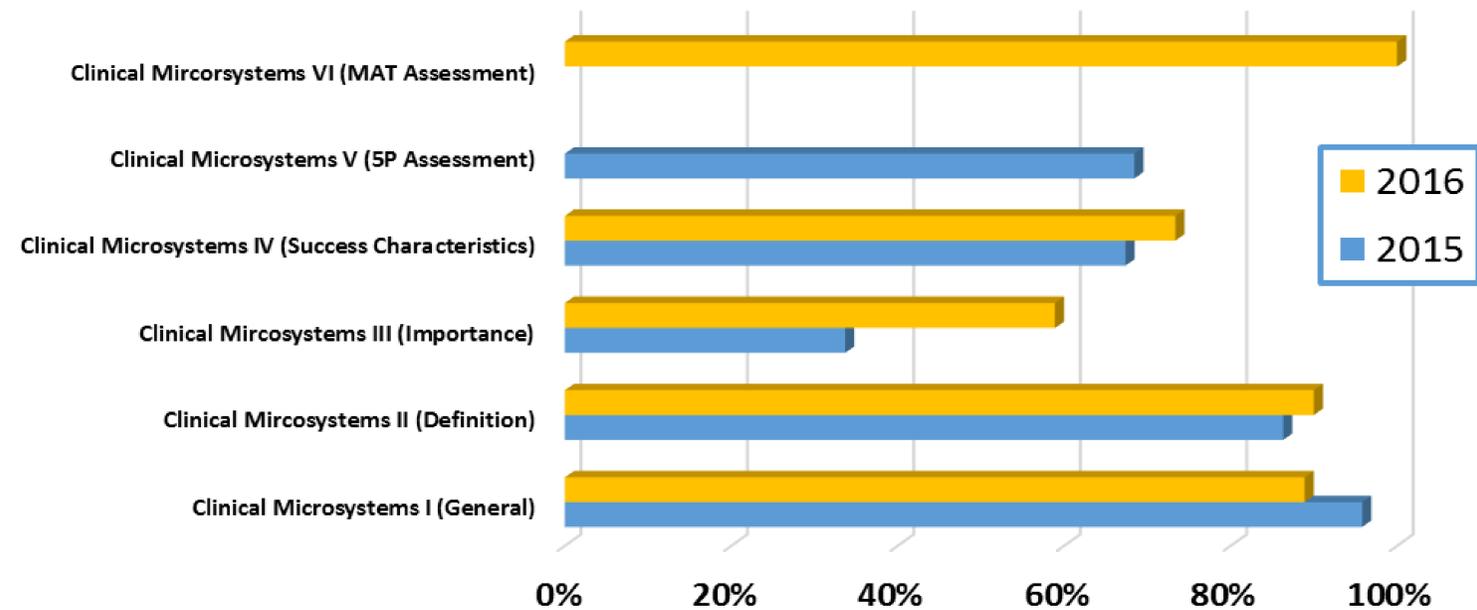
- Selected results shown for knowledge proficiencies from IQS quizzes.

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Percentage of Students Demonstrating Competence in Improvement Knowledge (IQS Assessments)



Percentage of Students Demonstrating Proficiency on Clinical Microsystems Improvement Knowledge by Domain



CONCLUSIONS

- Minimal structural, resource, and workload demands with rapid implementation and sustainability.

- Favorable knowledge and perceived skill development and satisfaction results.

- Practical, context-specific design method which has potential for replication in other health professions education settings.



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